

Emergency Response & Crisis Management

**A Grant Competition to Improve and Strengthen School Emergency Response
and Crisis Management Plans
(CFDA # 84.184E)**

FY 2005 Information and Application Procedures

Application Deadline: July 29, 2005

Frequently Asked Questions
Page 23



OMB No. 1890-0009 Expiration Date: June 30, 2008

**U.S. Department of Education
Office of Safe and Drug-Free Schools**

June 2005

Dear Colleague:

Thank you for your interest in applying for the Emergency Response and Crisis Management grant (CFDA 84.184E) administered by the U.S. Department of Education's Office of Safe and Drug-Free Schools.

This grant competition will provide funds to local educational agencies (LEAs) to improve and strengthen emergency response and crisis management plans, including training school personnel and students in emergency response procedures and coordinating with local law enforcement, public safety, public health and mental health agencies. Applicants must work with their communities to develop meaningful partnerships that will support and sustain their emergency response plans.

Taking action now can help save lives, prevent injury, and minimize property damage in the moments of a crisis. Continuously reviewing and revising school and district crisis plans is critical to ensuring a high level of preparedness. To help schools improve their crisis response plans, the Department has developed recommendations for implementing school emergency response, evacuation and parental notification plans for schools. Practical Information on Crisis Planning: A Guide for Schools and Communities provides the key concepts and components of good emergency response and crisis planning. Every applicant to the Emergency Response and Crisis Management grant should review this guide and address the four steps it identifies to emergency planning—Mitigation/Prevention, Preparedness, Response and Recovery. The guide can be found at www.ed.gov/emergencyplan.

We look forward to receiving your application.

Sincerely,

Deborah A. Price
Assistant Deputy Secretary

Emergency Response & Crisis Management Grant Competition

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I. Tips for Applicants

A. Before You Begin

- Read this application package in its entirety and make sure you follow all of the instructions.
- Read the Frequently Asked Questions section in this application package.
- If you are uncertain about any aspects of this application package, contact the competition manager for clarification. (Contact information appears on last page of this application.)
- For more resources related to this grant competition, visit the Emergency Response and Crisis Management Technical Assistance Center Web site at www.ercm.org

B. Preparing Your Application

- Be thorough in your program description. Write so that someone who knows nothing about your organization or your program plan can understand what you are proposing.
- Organize your application according to the selection criteria listed on page 17. Pay careful attention to the information listed in the Notes for each criterion.
- Be sure your application includes a budget request (ED Form 524) for an 18-month period, and that you have completed the budget narrative justification. The budget narrative should provide sufficient detail about planned expenditures so Department of Education staff can easily determine how the funds will be spent.
- Link your planned expenditures to the goals of the program. Do not request funds for miscellaneous purposes and make sure you demonstrate that your proposed expenditures are necessary to carry out your program.
- Be sure your application includes signed agreements from the head of your local government, law enforcement, public safety, public health, and mental health agencies. We advise using the sample Partner Agreements provided on page 47 to help you make sure that appropriate signatures have been obtained.

C. Submitting Your Application

- Use the checklist provided in this application package to make sure your application is complete before submitting it.
- Make sure you have met the absolute priority and included the signed agreements from law enforcement, public safety, health, mental health and head of your local government (again, we recommend you use the agreements provided on page 47).
- Make sure all required forms are signed by an authorized representative of your organization.
- Transmit your application by the deadline date. If you use the U.S. Postal Service, make sure you have a legible postmark date. If you use an overnight carrier, get a receipt. If you use e-Applications, follow the instructions in the e-Application Web site. Because unanticipated problems can occur, we encourage you not to wait until the last minute to submit your application.

D. Next Steps

- In approximately two weeks (depending on the volume of applications) you should receive a postcard from the Department of Education's Application Control Center acknowledging receipt of your application and giving you its assigned number. Please refer to this number if you need to contact the Department about your application.

- OSDFS staff screen each application to ensure that all program eligibility requirements are met, signatures from partners are included and all forms are included.
- Your application will be assigned to a three-person panel of peer reviewers who will evaluate and score your proposal according to the selection criteria in this package. Your application will receive a score from 0 to 100 depending upon how well you respond to the requirements of the selection criteria.
- A grant award document will be sent to applicants whose proposals score within the funding range. Unsuccessful applicants will receive a notification letter. Both successful and unsuccessful applicants will receive, via email, copies of the comments prepared by the peer reviewers. Please be sure your application contains a valid e-mail address for both the Project Director and Authorized Representative.

II. Background

Families trust schools to keep their children safe during the day. Thanks to the efforts of millions of teachers, principals, and staff across America, the majority of schools remain a safe haven for our nation's youth. The unfortunate reality is, however, that at some point many school districts in this country will be touched either directly or indirectly by a crisis of some kind.

The creation and maintenance of a safe school environment is an issue of national concern. Recent events that have occurred in or around schools have made it clear that schools must be prepared to respond to multiple hazards. Natural disasters such as floods, earthquakes, fires, and tornados, can strike a community with little or no warning. School shootings, threatened or actual, are extremely rare, but are traumatizing when they occur. The terrorist attacks of September 11, 2001, have made school administrators and first responders recognize that school crisis plans need to be revised to include new threats such as terrorist attacks, chemical/biological threats, and public health emergencies. While studies show that schools are the safest places for children to be during the morning and afternoon hours, schools and communities must take steps to enhance their level of readiness for potential hazards.

In developing crisis plans, it is important to consider the particular vulnerabilities a district may face. Conducting needs assessments to determine the kinds of hazards schools may face is an important first step in developing crisis plans. For example, are schools located near an airport or a military base? Have schools instituted sound and effective violence prevention strategies? Are schools' physical plants able to withstand natural disasters your region may encounter? In addressing those potential vulnerabilities, emergency response plans should be coordinated with State and local emergency procedures.

We have found that strong plans involve key community groups, such as fire, police, other first responders, and public health and mental health providers in the development and in the implementation of the plan. First-responders and mental health professionals should be familiar with schools and students before a crisis occurs. Developing protocols to prepare for multiple hazards should be completed in coordination with officials from local law enforcement, public safety, public health, mental health, and local government. The involvement of schools in local emergency planning is critical to ensure that the needs of students and staff are met throughout the planning process.

To ensure that protocols are consistent with the expectations of local emergency responders, schools should familiarize themselves with the four recognized phases of crisis management and build these into their plans:

Mitigation/Prevention addresses what schools and districts can do to eliminate risk to life and property;

Preparedness focuses on the process of planning for potential hazards and includes training staff and students and developing crisis response procedures;

Response includes action steps taken to effectively address an emergency or crisis; and

Recovery deals with restoring the learning environment, both physically and emotionally, after a crisis.

Plans that are developed to include these four phases should be reviewed and updated on a continuous basis. Moreover, each phase should be seen as being interrelated and as an extension of the others. For example, when creating school crisis teams during the Preparedness phase, school officials should consider the role that the team will play during the Response phase.

In the event of an emergency, schools must also be prepared to communicate information to parents quickly and efficiently. Developing protocols and expectations for parents in advance may eliminate some of the chaos that can occur during and after an emergency. Schools should pay careful attention to parent/child reunification plans. In addition, crisis plans must consider the specific needs of all populations – particularly children with disabilities and parents and students whose first language is other than English.

An Emergency Response and Crisis Management grant will enable school districts to improve and strengthen their crisis plans to include:

1. All four phases of crisis management: mitigation/prevention; preparedness; response; and recovery;
2. Agreements to coordinate among education, local government, law enforcement, public safety, public health, and mental health in the strengthening and improving of the plan;
3. Coordination with their State or local Homeland Security Plan;
4. Support of the National Incident Management System;
5. A comprehensive plan that considers all possible hazards and crises;
6. Support from top leadership;
7. Pre-established and specific roles for faculty, parents, students and first responders;
8. Drills and exercises for staff and students;
9. Intention to review, revise, and update the plan to reflect what works, what doesn't, and address emerging crises;
10. A district plan and a plan for each school building;
11. A plan that doesn't leave any child (or adult) behind -- addressing needs of all populations, including students with disabilities and special needs; and
12. Emergency equipment and technology (but not as a majority of the requested funding).

Schools play an essential role in ensuring the safety of their students in the event of any kind of crisis. In recent years, the U.S. Department of Education has been involved in several activities aimed at helping schools understand that important role. These activities include:

- Establishing the Emergency Response and Crisis Management (ERCM) Technical Assistance (TA) Center. The ERCM TA Center provides crisis planning resources and technical assistance at no charge to school districts. The Center can be accessed online at www.ercm.org or by calling 1-888-991-ERCM.
- Conducting grantee and non-grantee training for LEAs. Since 2004, the Office of Safe and Drug-Free Schools has held three training sessions for grantees and non-grantees.

- Development of “Practical Information on Crisis Planning: A Guide for Schools and Communities.” This guide includes information on crisis planning and identifies some of the key principles in developing crisis management plans. Copies of the guide may be requested by calling ED Pubs at 877-4-ED-PUBS. The guide can also be downloaded at: www.ed.gov/emergencyplan
- Development of “Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates.” The Department worked with the U.S. Secret Service to develop a guide for educators with practical advice on differentiating between persons making idle threats and those posing actual threats. The guide is based upon extensive research on school-based attacks. Copies of the guide may be requested by calling ED Pubs at 877-4-ED-PUBS. The guide can also be downloaded at: www.ed.gov/emergencyplan
- Meeting with the chief law enforcement officials from the nation's 40 largest school districts. The chiefs help provide the Department with a better understanding of the problems they face regarding school crime and terrorist threats and on possible solutions. This effort will be continued and expanded.
- Meeting and communicating regularly with School Safety Center directors from across the country. Following September 11, 2001, approximately 20 states developed school safety resource centers to provide support, training, and information to schools in their state on issues of school preparedness and safety. The Center directors routinely provide the Department with valuable information regarding emerging issues related to school safety in their respective states.
- Most recently, this grant competition, which will help school districts improve and strengthen emergency response and crisis management plans. Funds can be used to train school personnel and students in crisis response; communicate emergency policies and procedures with parents; coordinate with local emergency responders including fire and police; purchase equipment; and coordinate with groups and organizations responsible for recovery issues, such as health and mental health agencies. Since Fiscal Year 2003, 243 school districts have received funding under this program.

We are pleased with the advances school districts have made in recent years in the area of crisis planning. Crisis planning may seem overwhelming. It takes time and effort, but is a manageable and worthwhile effort that can result in savings to life and property.

III. General Information and Requirements

General Information

Purpose

The Emergency Response and Crisis Management grant competition is for local educational agencies (LEAs) to improve and strengthen school emergency response and crisis management plans, including training school personnel and students in emergency response procedures; communicating emergency plans and procedures with parents; and coordinating with local government and with law enforcement, public safety, public health and mental health agencies.

Authority

The authority for this program is found in 20 U.S.C. 7131.

Note to Applicants

This is a complete application package for the Emergency Response and Crisis Management grant competition. Together with the statute authorizing the program, the Notice of Final Priority and other Application Requirements, and the Education Department General Administrative Regulations (EDGAR) governing the program, this package contains all of the information, application forms, and instructions needed to apply for a grant.

The official document governing this competition is the Notice Inviting Applications, published in the Federal Register on June 21, 2005. This information is also available electronically at the following web sites: <http://www.ed.gov/legislation/FedRegister/> and <http://www.ed.gov/programs/dvpemergencyresponse/index.html>.

Applicants should clearly indicate in Block #4 of the Standard Form 424, the CFDA number and alpha suffix of the competition (**84.184E**) for which funds are being requested.

Applicable Regulations

The following Education Department General Administrative Regulations (EDGAR) apply to the competition described in this package:

- 34 CFR Part 75 (Direct Grant Programs)
- 34 CFR Part 77 (Definitions that Apply to Department Regulations)
- 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and Activities)
- 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments)
- 34 CFR Part 81 (General Education Provisions Act—Enforcement)
- 34 CFR Part 82 (New Restrictions on Lobbying)
- 34 CFR Part 84 (Governmentwide Requirements for Drug-Free Workplace (Financial Assistance))
- 34 CFR Part 85 (Governmentwide Debarment and Suspension (Nonprocurement))

- 34 CFR Part 97 (Protection of Human Subjects)
- 34 CFR Part 98 (Student Rights in Research, Experimental Programs, and Testing)
- 34 CFR Part 99 (Family Educational Rights and Privacy)
- 34 CFR part 299 (General Provisions)

Contingent upon the availability of funds, we may make additional awards in Fiscal Year (FY) 2006 from the rank-ordered list of unfunded applications from this competition.

Application Due Date

All applications must be postmarked on or before July 29, 2005 to be eligible for review. Applications delivered by hand must be received by the U.S. Department of Education Application Control Center no later than 4:30 pm Eastern Daylight Time (EDT) on July 29, 2005. Applications may also be submitted electronically through the Department's e-Applications system. Applications may not be emailed or faxed.

Under very extraordinary circumstances the Department may change the closing date for a competition. When this occurs, the Secretary announces such a change in a notice published in the Federal Register. **Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described in the section under e-Applications.**

Complete application submission procedures can be found on page 33.

D-U-N-S Number Instructions

A D-U-N-S number is required on the ED 424 Form. If you do not currently have a D-U-N-S number, you can obtain one at no charge by calling **1-800-333-0505** or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL: <https://eupdate.dnb.com/requestoptions.html?cmid=EOE100537>

The D-U-N-S number is a unique nine-digit number that does not convey any information about the recipient.

Please note that you must have a D-U-N-S number in order to receive a grant award.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the information collection is OMB No. 1890-0009. The time required to complete the information collection is estimated to average 28 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the: Office of Safe and Drug-Free Schools, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E320, Washington, DC 20202-6450.

Required Forms

Electronic versions of all required forms can be downloaded via the following Web site:

<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>

- ED-424 (Application for Federal Assistance and Instructions)
- ED-524 (Budget Information—Non-Construction Programs and Instructions)
- SF-424B (Assurances—Non-Construction Programs)
- ED 80-0013 (Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements)
- ED 80-0014 (Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: Lower Tier Covered Transactions)
- SF-LLL (Disclosure of Lobbying Activities and Instructions)
- Program Specific Assurances
- Partner Agreements

Eligible applicants

Local educational agencies (LEAs).

Project Period

The project period for this grant is for up to 18 months. No continuation awards will be provided. Budgets should be developed for up to a single 18-month period. We suggest developing a timeline that starts on October 1, 2005 and ends on March 31, 2007.

Estimated Range of Awards

Under this grant competition, an estimated 104 awards, ranging from \$100,000 – \$500,000 will be made. We estimate that: a small-size school district (with 1-20 school facilities) will need up to \$100,000 for the 18-month period; a medium-size school district (with between 21 and 75 school facilities) will need a maximum of \$250,000 for the 18-month period; and a large-size school district (with 76 or more school facilities) will need a maximum of \$500,000 for the 18-month period. Applicants requesting funds in excess of the recommended amounts will need to carefully justify their need for those funds. The U.S. Department of Education is not bound by any estimates in this application package.

Unique Applications

Information submitted in response to the selection criteria should be specific to the LEA submitting an application and should not be identical or substantially similar to other applications. Identical or substantially similar applications will not be responsive to the scoring criteria.

Travel Budget

Applicants must budget for the Project Director to attend a grant orientation meeting in Washington, D.C. This meeting will be held shortly after the grant is awarded. In addition, applicants should budget for the Project Director and **at least** one other staff member to attend a minimum of two additional required meetings. Additional required meetings will be scheduled during the project period. For planning purposes, applicants should include funds for

transportation, lodging for up to four nights and four days, per diem costs, and meeting registration fees.

E-mail Addresses

As part of our review of your application, we may need to contact you with questions for clarification. We also will make peer reviewers' comments available to you online. Please be sure your application contains valid e-mail addresses for the Project Director and Authorized Representative.

Resources

Any questions related to the requirements of this grant competition should be directed to Sara Strizzi of the Office of Safe and Drug-Free Schools at (202) 708-4850.

The U.S. Department of Education will also host a series of Grant Question and Answer teleconferences to answer questions regarding the ERCM grant competition. For dial-in information and a complete list of teleconferences dates and times, please visit:

<http://www.ercm.org/index.cfm?event=resources&#grant>

For more information and resources on emergency planning, you may contact the Department's Emergency Response and Crisis Management Technical Assistance Center at (888) 991-ERCM or visit the Web site (www.ercm.org).

Requirements

Participation by Private School Children and Teachers

LEAs are required to provide for the equitable participation of private school children, their teachers, and other educational personnel in private schools located in areas served by the grant recipient. In order to ensure that grant program activities address the needs of private school children, the LEA must engage in timely and meaningful consultation with private school officials during the design and development of the program. This consultation must take place before any decision is made that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate.

In order to ensure equitable participation of private school children, teachers, and other educational personnel, an LEA must consult with private school officials on issues such as: hazards/vulnerabilities unique to private schools in the LEA's service area and existing emergency management plans and crisis response resources already available at private schools.

Maintenance of Effort

LEAs may receive a grant only if the state educational agency finds that the combined fiscal effort per student or the aggregate expenditures of the LEA and the State with respect to the provision of free public education by the LEA for the preceding fiscal year were not less than 90 percent of the combined effort or aggregate expenditures for the second preceding fiscal year.

Evaluation Requirement

Successful applicants are required to evaluate the effectiveness and outcomes of the activities funded under their grant and to submit a final report on the effectiveness of the programs and activities funded under their grant. For additional information regarding project evaluation, please see page 20.

Technical Assistance

Grantees will receive technical assistance throughout the life of the grant. This assistance will take multiple forms, including meetings and workshops, telephone consultations, and other forms of networking to share ideas and identify resources. In addition, each grantee will be assigned a Federal Project Officer who will also serve as a resource. Grantees are encouraged to become familiar with using email as most correspondence regarding their project will be delivered electronically.

IV. Application Information

Absolute Priority

We give an absolute preference to applications that meet the following priority, and fund under this competition only those applications that meet the following absolute priority: LEA projects to improve and strengthen emergency response and crisis management plans, at the district and school-building level, addressing the four phases of crisis planning: Prevention/Mitigation, Preparedness, Response, and Recovery. Plans must include: (1) training for school personnel and students in emergency response procedures; (2) coordination with local law enforcement, public safety, public health, mental health agencies, and local government; and (3) a plan for communicating school emergency response policies and reunification procedures to parents and guardians.

In order to receive funding, projects must meet the above absolute priority, in addition to the following application requirements.

Requirements

1. To be considered for a grant award, applications **must** include an agreement that details the participation of the LEA and the following five **community-based** partners: law enforcement, public safety, public health, mental health, and the head of your local government (for example your mayor, city manager, or county executive.) The agreement must include a description of each partner's roles and responsibilities in improving and strengthening emergency response plans at the district and school-building level. The agreement must also reflect each partner's commitment to sustainability and continuous improvement of the plan. **Finally, your agreement must include an authorized signature representing the LEA and each community-based partner.**

If one or more of these five partners is not present in your community, or cannot feasibly participate, the agreement must explain the absence of each missing partner. Every application must include signatures representing at least the LEA and two of the required five partners, and explanations for the absence of any of the remaining required partners.

Applications that fail to include the required partner agreements, including information on partners' roles and responsibilities and on their commitment to sustainability and continuous improvement (with signatures and explanations for missing signatures as specified) will **not be read**.

Although this program requires partnerships with other parties, administrative direction and fiscal control for the project must remain with the LEA.

2. Applications must be coordinated with their state Homeland Security Plan. All emergency response and crisis management plans must be coordinated with the Homeland Security Plan of the State or locality in which the LEA is located. All States submitted such a plan to the Department of Homeland Security on January 30, 2004. To ensure that emergency services are coordinated, and to avoid duplication of effort within

States and localities, applicants must include in their applications an assurance that the LEA will coordinate with, and follow the requirements of their State or local Homeland Security Plan for emergency services and initiatives. A list of State Homeland Security contacts is included on page 40.

3. Applicants must agree to support the implementation of the National Incident Management System (NIMS). The NIMS provides a consistent approach for Federal, State, and local governments to work effectively and efficiently to prepare for, prevent, respond to, and recover from domestic incidents, regardless of cause, size, or complexity.

LEAs, in collaboration with state and local resources, are encouraged to achieve full NIMS implementation by September 30, 2005. To the extent that full compliance is not possible by September 30, 2005, LEAs, working in coordination with state and local resources, should leverage federal preparedness assistance to complete NIMS implementation by September 30, 2006. To be considered eligible for funding, an application must include an assurance that the LEA has completed, or will complete by September 30, 2006, the following steps to support NIMS implementation:

- Administer the NIMS Awareness Course: “National Incident Management System (NIMS), An Introduction” (IS 700) to key district and school staff. This independent study course, developed by the Emergency Management Institute (EMI), explains the purpose, principles, key components, and benefits of the NIMS. The course is available online and will take between forty-five minutes and three hours to complete. The course is available on the EMI website at: <http://training.fema.gov/EMIWeb/IS/is700.asp>
- Formally recognize the NIMS and adopt NIMS principles and policies. Districts and/or their local government should establish an executive order, resolution, or ordinance to formally adopt the NIMS.
- Establish a NIMS baseline to determine which NIMS requirements have been met by the LEA. Districts should coordinate with their community partners to assess the district’s overall compliance with the NIMS, and determine gaps in compliance that need to be closed in order to reach full implementation of the NIMS.
- Establish a timeframe and strategy for full NIMS implementation.
- Establish the use of the Incident Command System (ICS). The ICS has been established by the NIMS as the standardized incident organizational structure for the management of all incidents. Districts should coordinate with community partners listed above in institutionalizing the use of the ICS in a manner that is consistent with the concepts and principles in the NIMS.

(Note: Since LEAs are integral to local governments, an LEA’s NIMS compliance must be achieved in close coordination with the local government and with recognition of the first responder capabilities held by the LEA and the local government. As LEAs are not traditional response organizations, first responder services will typically be provided to LEAs by local fire and rescue departments, emergency medical service providers, and law enforcement agencies. This traditional relationship must be acknowledged in achieving NIMS compliance in an integrated

NIMS compliance plan for the local government and the LEA. LEA participation in the NIMS preparedness program of the local government is essential to ensure that first responder services are delivered to schools in a timely and effective manner. (Additional information about NIMS implementation is available at www.fema.gov/nims.)

4. The plan must also take into consideration the communication, transportation, and medical needs of individuals with disabilities within their school district.

V. Selection Criteria

We use the following selection criteria to evaluate applications for grants under this competition. The maximum score for all these criteria is 100 points. The maximum score for each criterion is indicated in parentheses. We use the following criteria to evaluate applications for new grants under this competition.

1) Need for project. (20 points)

In determining the need for the proposed project, we will consider:

- a. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (10 points)

Note: Under this criterion, we will look for a clear and convincing demonstration of significant need – such as a recent vulnerability and needs assessment—to improve and strengthen the LEA’s emergency response and crisis management plan, as well as how the proposed plan will address that need.

- b. The extent to which specific gaps or weaknesses in services, infrastructure or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (10 points)

Note: Under this criterion, we will look for a description of gaps and weaknesses in current plans as well as gaps and weaknesses in preparedness.

2) Significance. (10)

In determining the significance of the proposed project, the following factors are considered:

- a. The importance or magnitude of the results or outcomes likely to be attained by the proposed project. (10 points)

Note: Under this criterion, we will look for the applicant’s plan to address gaps and weaknesses identified in the current plans. We expect that applicants will propose comprehensive approaches that do not rely heavily on equipment and technology purchases.

3) Quality of the project design. (35 points)

In determining the quality of the design of the proposed project, the following factors are considered:

- a. The extent to which the design of the proposed project reflects up to date knowledge from research and effective practice. (10 points)

Note: Under this criterion, we will look for the applicant’s use of the four phases of crisis response planning (mitigation/prevention, preparedness, response, and recovery) to strengthen and improve crisis response plans. Additional information on the four phases can be found in “Practical Information on Crisis Planning: A Guide for Schools and Communities” (available online at www.ed.gov/emergencyplan).

- b. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (15 points)

Note: Under this criterion, we will look for the applicant's intent to develop a plan that takes into consideration the specific needs of each school. Applicants should describe how each school will develop a plan that is customized based upon their particular vulnerabilities and student population. Applicants should also discuss how they will address the needs of individuals with disabilities and special needs in their crisis plans.

- c. The extent to which the proposed project encourages parental involvement. (5 points)

Note: Under this criterion, we will look for the applicant's plan to communicate emergency response policies and procedures to parents.

- d. The extent to which the proposed activities constitute a coherent, sustained program of training in the field. (5 points)

Note: Under this criterion, we look for the applicant's plan to provide relevant training to school staff, or safety/crisis teams, and students.

4) Quality of the management plan. (20 points)

In determining the quality of the management plan, the following factors are considered:

- a. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (5 points)

Note: Under this criterion, we will look for the applicant's plan to manage the development and implementation of crisis plans at all schools covered by the project. Applicants should include a project implementation timeline.

- b. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipient or beneficiaries of services, or others as appropriate. (15 points)

Note: Under this criterion, we will look at the quality of the applicant's planned coordination and collaboration with the head of the local government, and community-based law enforcement, public safety, public health, and mental health agencies in the strengthening and improvement of the plan. This description should go beyond simply stating the roles and responsibilities discussed in the absolute priority. We will also look for the applicant's description of how their project is coordinated with their state or local Homeland Security Plan and how they plan to support implementation of the National Incident Management System.

5) Quality of the project evaluation. (15 points)

In determining the quality of the evaluation, the following factors are considered:

- a. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (10 points)

Note: Under this criterion, we will look for a description of the evaluation plan that includes methods to be used to evaluate the outcomes and effectiveness of the project, including the applicant's plan to address the Government Performance and Results Act (GPRA) measures established for this program.

- b. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Note: Under this criterion, we will look for the applicant's plan to continuously monitor the project's implementation, including review of improvements made to crisis plans and procedures. In particular, we will look for the applicant's strategy for modifying their crisis plans and procedures to incorporate feedback received from site assessments, practice drills, or after-action reports. Please refer to page 20 for additional information regarding project evaluation.

VI. Project Evaluation and the Government Performance and Results Act (GPRA)

Project Evaluation

Evaluation is a powerful tool that supports program planning and an understanding of effective emergency response procedures. Therefore, applicants must propose to implement an evaluation of their efforts, using process and outcome performance measures that document the effectiveness of the project's strategies to improve and enhance emergency response plans.

It is important to remember that what constitutes success may differ from one project to another. In preparing the project design and evaluation plan, applicants are encouraged to develop performance measures that are based upon the goals of their project. The evaluation plan should include both qualitative and quantitative measures, as well as process measures. Applicants should also include a description of all evaluation instruments they intend to use. Examples of evaluation instruments include evaluation forms for training sessions, after-action reports from tabletop practice exercises, and process checklists.

Examples of possible quantitative objectives include:

- Increase in the number of hazards addressed by the emergency response plans in each school;
- Increase in the number of school staff trained in emergency response procedures; and
- Improved response time to drills.

Examples of possible qualitative objectives include:

- Improved partnerships between community partners and the school district;
- Increased parent confidence in school emergency response procedures; and
- Increased ability to restore the learning environment after a crisis.

Examples of possible process objectives include:

- Purchase of safety supplies or "Go Kits" for schools;
- Number of vulnerability assessments conducted;
- Number, type, and relevance of training sessions held;
- Number and types of drills or exercises conducted;
- Regularity and outcomes of crisis team meetings and planning sessions.

Process objectives may have some additional qualitative or quantitative information associated with them. For example, the number and types of training session may also have related information regarding perceptions of the training (qualitative data) and the effectiveness of the training when tested using a practice drill (quantitative data).

Grantees also may be expected to work with the Department's Emergency Response and Crisis Management Technical Assistance Center to collect key program information that will help assess the extent to which projects supported under this grant competition are meeting their goals and objectives. The Department may use the results of these projects in an effort to identify and disseminate effective crisis planning strategies to other LEAs.

Government Performance and Results Act

The Government Performance and Results Act of 1993 (GPRA) requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision-making through provision of more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

As required by GPRA, the Department of Education has prepared a strategic plan for 2002-2007. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

GOAL 1: Create a culture of achievement.

GOAL 2: Improve student achievement.

GOAL 3: Develop safe schools and strong character.

GOAL 4: Transform education into an evidence-based field.

GOAL 5: Enhance the quality and access to postsecondary and adult education.

GOAL 6: Establish management excellence.

The Secretary has established the following performance measures for evaluating the overall effectiveness of the Emergency Response and Crisis Management program:

1. Demonstration of increased number of hazards addressed by the improved school emergency response plan as compared to the baseline plan;
2. Demonstration of improved response time and quality of response to practice drills and simulated crises; and
3. A plan for, and commitment to, the sustainability and continuous improvement of school emergency response plans by the district and community partners beyond the period of Federal financial assistance.

These three measures constitute the Department's indicators of success for this program. Consequently, applicants for a grant under this program are advised to give careful consideration to these three outcomes in conceptualizing the design, implementation, and evaluation of their proposed project. If funded, applicants will be asked to collect and report data in their interim

and final performance reports about progress toward these goals. We strongly encourage grantees to use a qualified evaluator to design and implement an evaluation of the project that can provide reliable data on the performance measures for this program.

VII. Frequently Asked Questions

Who is eligible to apply?

Only local educational agencies (LEAs) are eligible to apply.

What is the definition on an LEA?

According to Section 9101 of the Elementary and Secondary Education Act, the following definitions of an LEA apply:

- (A) IN GENERAL- The term local educational agency' means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.
- (B) ADMINISTRATIVE CONTROL AND DIRECTION- The term includes any other public institution or agency having administrative control and direction of a public elementary school or secondary school.
- (C) BIA SCHOOLS- The term includes an elementary school or secondary school funded by the Bureau of Indian Affairs but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this Act with the smallest student population, except that the school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs.
- (D) EDUCATIONAL SERVICE AGENCIES- The term includes educational service agencies and consortia of those agencies.
- (E) STATE EDUCATIONAL AGENCY- The term includes the State educational agency in a State in which the State educational agency is the sole educational agency for all public schools.

May private schools apply?

No, only LEAs may apply for funding. However, private school students and their teachers may receive services provided with these grant funds. (See requirement on Participation by Private School Children and Teachers on page 12.)

May institutions of higher education apply?

No, only LEAs may apply for funding.

How much money is available for this program?

Approximately \$27 million is available for these grants in FY 2005.

How many new awards will be made?

We anticipate making approximately 104 grant awards under this program in FY 2005.

What must we do to prove that we plan to coordinate with local government, law enforcement, public safety, public health and mental health agencies?

This grant competition is for LEA projects to review and strengthen emergency response and crisis management plans, including training school personnel and students in emergency response procedures and coordinating with the local community-based law enforcement, public safety, public health, and mental health agencies, as well as the head of the local government. The absolute priority for this competition requires that applicants collaborate with these partners to review and strengthen their plans. Applicants that do not provide signatures of at least two of these partners, along with descriptions of each partner's roles and responsibilities in the strengthening and improving of plans, will not be read.

It is important to ensure that necessary partners are familiar with your schools, facilities, and your students before an event occurs. To fully meet this requirement, applicants must include partner agreements that detail not only partners' names, but also specific examples of the roles and responsibilities each partner will have in the crisis plan. Therefore, we require you to work with your partners, drawing on their knowledge and expertise as you review and revise your emergency response plans, and then provide them with a copy of the final plan. We understand that not all applicants may, for specific reasons, be able to include all of these partners. Your application is eligible if you only have two signatures from the list of partners; however, you must provide explanations when you submit fewer than all five signatures. We strongly encourage participation and coordination of all these partners, for the safety of your students and the successful implementation of your plan. You may use the Partner Agreements form provided in this application package on page 47 to obtain the signatures and details of the roles and responsibilities.

May we coordinate with more than five partners?

Absolutely. We only require that you demonstrate (with signatures and descriptions of their responsibilities) coordination with at least two of the partners in our list, but if you would like to coordinate with others (perhaps public works or transportation departments), you are welcome to do so.

What do you mean by "law enforcement," "public safety," "public health," "mental health," and "head of local government"?

These labels may mean different things in different communities. The most relevant "law enforcement" partner for your plan may be your local sheriff's office or the police chief. "Public safety" may be your local fire department or a community-based emergency medical services entity. "Public health" may be the community public health organization that serves your district. "Mental health" may be the local agency that provides mental health services to children. "Head of local government" may be the mayor, the county executive, the city manager, or the head of the town council. While different localities have different names for these entities and individuals, what is important is that you include the relevant high-level community-based representatives in the strengthening and improving of your plan, so that they are familiar with your schools and their students *before* a crisis occurs.

How do I demonstrate “coordination” with my state Homeland Security Plan?

Applicants should consult with their state emergency management agency during the development of their application to ensure that efforts are coordinated. Applicants do not need to obtain a formal approval from their State/local emergency management agency on their plan. However, they must indicate in their application how state and LEA emergency services and initiatives are coordinated.

What is the National Incident Management System?

On February 28, 2003, the President issued Homeland Security Presidential Directive (HSPD)-5, which directs the Secretary of the Department of Homeland Security to develop and administer a National Incident Management Systems (NIMS). The NIMS provides a consistent approach for Federal, State, and local governments to work together to prepare for, prevent, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. Additional information on the NIMS may be found at: www.fema.gov/nims

How do I demonstrate support for the implementation of NIMS?

Since school districts are an integral part of local government, their use of NIMS should be achieved in close coordination with other components of the local government. School districts are not traditional response organizations; they more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. This traditional relationship should be acknowledged in achieving NIMS compliance within an integrated local government plan for NIMS compliance. School district participation in local government's NIMS preparedness program is essential to ensure that first responder services are delivered to schools in a timely and effective manner.

Compliance with the NIMS includes administering the NIMS Awareness Course, “National Incident Management System, An Introduction (IS 700). Who is required to complete this course and how do I access it?

Key district personnel involved in crisis planning should take this course. Key personnel may vary from district to district but might include crisis team members, administrators, emergency/facility managers, and school security officials. LEAs should carefully review their staffing needs and assign staff to complete this course, as needed.

The course is available online at no charge. The course will take between forty-five minutes and three hours to complete and is available at FEMA’s Emergency Management Institute Web site: <http://training.fema.gov/EMIWeb/IS/is700.asp>

Am I required to use an outside evaluator or may the Project Director also serve as the Evaluator?

Applicants are not required to use an outside evaluator. However, to ensure an unbiased and fair evaluation of your project, we recommend including funds in your budget to hire an outside evaluator.

May I hire an outside contractor or consultant to assist in implementation of my project?

Yes, applicants may hire outside contractors to assist in the implementation of project objectives. However, in order to ensure sustainability of effort, we recommend use of contractors to help build capacity within the LEA, rather than to complete a majority of the project activities. For example, a good use of contractors would be to help establish protocols and provide training in conducting vulnerability assessments. This is in contrast to hiring a contractor to complete all vulnerability assessments on behalf of the LEA.

If funded, grantees are required to follow basic procurement guidelines outlined in section 80.36 of Education Department General Administrative Regulations (EDGAR)

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>. The primary standard noted here is that "Grantees and sub grantees will use their own procurement procedures which reflect applicable State and local laws and regulations, provided that the procurements conform to applicable Federal law and the standards identified in this section."

These standards, which you should review in EDGAR, set forth basic guidelines for grantees and sub-grantees engaging in contractual work under their grants. In very brief summary, these standards include, but are not limited to, ensuring that grantees: have an effective contract administration system in place, do not have any conflicts of interest between the contractors and the contract administrators, have a system for ensuring that duplicative services are not being procured; foster economical and efficient contracts; maintain thorough records of the contracts/procurements; have a system for managing disputes; have written selection procedures for procurements and related transactions; and ensure maximum free and open competition is used when announcing competitions.

EDGAR goes on to describe standards for engaging in procurements for both small purchases and sealed bids, as well as for competitive and (rarely) non-competitive proposals. See 80.36 for more detail.

Because each state has different guidelines, we cannot answer individual questions about your specific state's guidelines. If you are unsure if your state has guidelines for contracting, or of what those guidelines are, we recommend contacting your business or grants office as it should have information for you on this question.

What is the average amount of each grant?

Awards will range from \$100,000 to \$500,000. We estimate that: a small-size school district (with 1-20 school facilities) will need up to \$100,000 for the 18-month period; a medium-size school district (with between 21 and 75 school facilities) will need a maximum of \$250,000 for the 18-month period; and a large-size school district (with 76 or more school facilities) will need a maximum of \$500,000 for the 18-month period. Applicants requesting funds in excess of the recommended amounts will need to carefully justify their need for those funds. Applicants can apply for less than the average range of these awards as stated above. These figures represent estimates and are not binding.

How do I count the number of school facilities in my area?

When indicating whether you are a small, medium or large district (according to the categories

given on page 11 under “Estimated Range of Awards”), please present a count of your facilities. When counting facilities, please count school sites, or campuses, but not individual structures. For example, if one of your schools has 2 trailers and one permanent school building on its campus, please count that school as only one facility, not three.

What is a vulnerability assessment?

A vulnerability assessment is the process you use to determine the kinds of hazards the schools in your area may encounter. It is important to take a look around your district and determine what might cause danger so that you can be as prepared as possible. Working with the police, the fire department, the emergency medical services, the department of transportation, and other government agencies will be very helpful in assessing these vulnerabilities. They will help you determine what your vulnerabilities are. For example, are your students near a nuclear plant? Are your schools located near railroad tracks, or major highways where crashes may occur and endanger students, or put them in harm’s way? Is your area prone to earthquakes or hurricanes? It is important to prepare for the kinds of emergencies or crises you may encounter. It is important to prepare for social and emotional environments that may lead to crises, as well.

What does mitigation mean?

In this application and in the Department’s Guide on emergency planning, “mitigation” refers to taking action to reduce the impact of a crisis. For example, while school administrators and teachers cannot avoid an earthquake, they may be able to *mitigate* the impact of one on their school and students by securing bookcases so that they don’t fall down, and training students and staff how to protect themselves during tremors. Another example is taking inventory of your school location to determine if it might be vulnerable to a threat from any nearby nuclear power plants, railroad tracks, or other potential hazards.

May I use these funds to implement a prevention program (i.e., bullying prevention, suicide prevention, violence prevention, etc.)?

No; prevention programs are beyond the scope of this grant competition. While we realize the importance of a comprehensive approach to violence prevention, those activities are not directly related to development of an effective crisis response plan. Requests for funds to implement a prevention program will not be allowed.

May I apply as a consortium of districts (i.e., collaborative, BOCES, etc.)?

Yes; however, only one LEA may serve as the fiscal agent and administrative lead. The LEA is responsible for the administration of all grant activities, including the development of customized plans down to the building level. Plans that involve multiple districts need to include a management plan that is strong enough to support a multi-district project.

My district received this grant in FY 2003 (or FY 2004), are we eligible to re-apply?

Yes, all districts are eligible for funding regardless of past funding history.

Is there a matching requirement?

No.

My district doesn't have an indirect cost rate. How do I get one?

LEAs should check with their state educational agency if they do not have a negotiated indirect cost rate. For more information about indirect cost rates, visit

www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html

May this money be used for professional development workshops for teachers and other educators?

Yes, so long as the activities directly support the purposes of the grant.

May funds be used to hire safety personnel?

No, this is not a hiring grant.

May we use these funds to hire program coordinators?

Yes, provided the costs are reasonable and necessary to carry out the purpose of the grant.

Applicants should be sure to fully substantiate all expenditures in the budget narrative.

May we use these funds to buy safety and security equipment?

Yes, applicants may propose to use a small portion of these funds to buy safety and security equipment and technology. However, applicants that propose in their application to use these funds primarily to buy safety and security equipment will NOT score highly on their application, and will decrease their chances of receiving funds. The selection criteria for this competition call for a comprehensive, systematic, coordinated improvement of emergency response plans, and applications that only request funds for technology and equipment will not meet those criteria.

What is the project and budget period for these grants?

Projects are to be completed in 18 months. A single budget period (18-month) should be detailed on the budget form in a single column.

May a copy of my application be shared with public?

The Freedom of Information Act (FOIA) was enacted in 1966 and provides that any person has the right to request access to federal agency records or information. All applications submitted for funding consideration under this grant competition are subject to the FOIA. All agencies of the U.S. Government are required to disclose records upon receiving a written request for them, except for those records that are protected from disclosure by the nine exemptions listed in the FOIA. Under FOIA Exemption 1, we are able to withhold any information needed to protect vulnerable security information from unauthorized or untimely disclosure. This may include information related to risks and vulnerabilities within the district or at particular schools. To read the text of the Freedom of Information Act, visit www.usdoj.gov/04foia/foiastat.htm

VIII. Application Contents

A. Preparing the Application

A completed application for assistance under this competition consists of **two parts**:

- (1) all forms, assurances, and agreements that must be submitted in order to receive a grant and
- (2) a detailed narrative description of the proposed project and the budget to support it.

Applicants should carefully review the Selection Criteria for information on items that must be covered in the narrative description. A panel of nonfederal readers with experience in emergency response and crisis planning will review each eligible application submitted by the deadline date.

The panel will award points ranging from (0) to one hundred (100) to each application depending on how well the selection criteria are addressed. In describing the proposed project, applicants should take care to provide a comprehensive response to each factor under the selection criteria. Applications that fail to do so will be read, but our experience suggests they may not score well enough to be funded.

B. Organizing the Application

An application under this program should address the specific needs of the applicant and proposed activities specifically designed to meet those needs. The Department **strongly** discourages applicants from using “form” applications or proposals that address general rather than specific local needs.

We recommend that applicants organize the information in their application in the following order. All pages should be numbered consecutively to make review and evaluation easier. Applications should be double spaced and printed on one side of the paper.

1. Application for Federal Assistance (ED Form 424). This is the title page of your application. Make sure that block 4 identifies the number of this competition: CFDA# 84.184E.

2. Table of Contents. Provide an itemized listing of each section of the application package, including page numbers.

3. Program Abstract. Provide a one-page, double-spaced abstract that describes the need to be addressed by the project, summarizes the proposed activities, and identifies the intended outcomes.

4. Program Narrative. Applicants should organize the Program Narrative according to the Selection Criteria specified in Section V. The narrative should address all the criteria and all of the factors under each criterion and address the four phases of planning activities: mitigation/prevention; preparedness; response; recovery. **The narrative should also address the application requirements listed in Section III, especially certifying that 1) agreements from required community partners are in place, 2) the plan is coordinated with the state**

Homeland Security Plan, 3) the district will support the implementation of the NIMS, and 4) the plan has addressed the needs of students with disabilities. The plan should also address the private school participation and maintenance of effort requirements described in Section III.

The pages of the narrative section must be numbered and should be limited to 25 typed double spaced pages, printed only on one side, with a 1-inch margin on all sides. Font size should be no smaller than 11-point type. It is in the best interest of applicants to ensure that the narrative statement is easy to read, logically developed in accordance with selection criteria, and fully addresses each rating factor.

5. Budget. Use the Budget Information Form (ED Form 524) to prepare a complete budget for the project. Provide amounts for all major budget categories. The budget should be shown in one column, as it is a single budget period.

6. Budget Justification. Applicants should provide a detailed explanation for all funds requested on the Budget Form (ED Form 524). In explaining the funds requested, you must indicate whether you are a small, medium, or large district (according to breakdown given on page 11 under “Estimated Range of Awards”). Costs should be broken down according to the categories on the budget summary form. Explain the basis used to estimate all costs for each budget category. Provide a detailed explanation for any costs that appear unusual and describe how those costs relate to the proposed activities. The narrative should provide enough detail for reviewers to easily understand how costs were determined and how they relate to the goals and objectives of the project. Applicants should also include information about the project director's time commitment to the project. This information is needed in order to process a grant award.

7. Assurances. This application package includes the following—Assurances-Non-Construction Programs Certification and Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (Standard Form 424B, ED 80-013). By signing the Standard Form 424B, the applicant agrees to abide by requirements regarding drug-free workplace, debarment, and environmental tobacco smoke. In addition, applicants may use the sample assurance on page 46 to demonstrate that they have coordinated with their state Homeland Security plan, agree to support the implementation of NIMS, and the their crisis plans will address the needs of students with disabilities.

8. Partner Agreements. Applicants must include signatures from *at least two of the five required partners* (law enforcement agency, public safety, public health, mental health, and local government) along with details of the roles and responsibilities of each partner in the improvement of the plan and a reflection of each partner’s commitment to sustainability and continuous improvement of the plan. We have provided the sample Partner Agreement templates on page 47 that you may use to demonstrate coordination with the required community partners.

9. Appendices

Appendices should be limited only to what reviewers need to understand or clarify the proposal, or to provide supporting documentation such as personnel qualifications. Be sure to include

copies of appendices with each copy of the application. Do not include timelines or other management charts as appendices, as they should be included in the narrative.

Please note: The Appendices do not count toward the total suggested page limitations that apply to the program narrative. Please do not include videotapes, CD-ROMs, photographs or floppy disks. We will not be able to review them nor return them.

The agreement detailing roles and responsibilities and required signatures of cooperating entities—local education agency, local government, community-based law enforcement, public safety, public health and mental health—should be included as an appendix to the application.

The following items should be included as appendices to the application:

- Budget Information Form (**ED Form 524**)
- Assurances - Non-Construction Programs (**Standard Form 424B**)
- Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements (**ED Form 80-0013**)
- Disclosure of Lobbying Activities (**Standard Form LLL**)
- Lower Tier Covered Transactions (**ED Form 80-0014**)
- Program Specific Assurances
- Partner Agreements
- Copy of Letter to your SSPOC (if required by your State—see page 35)

Forms may be photocopied. Forms are also available electronically from the following Web site: www.ed.gov/fund/grant/apply/appforms/appforms.html

10. General Education Provisions Act (GEPA) Section 427

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. All applicants for new awards must include information in their applications to address this provision, summarized below, in order to receive funding under this program.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability, or age*. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others, from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Please note: A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers to crisis planning efforts unique to their LEA and explain the specific steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

Examples

The following examples help illustrate how an applicant may comply with section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it tends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Paperwork Burden Statement for GEPA 427

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the GEPA 427 information collection is OMB No. 1890-0007. The time required to complete GEPA 427 is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Safe and Drug-Free Schools, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E320, Washington, DC 20202-4850.

IX. Application Transmittal Instructions

ATTENTION ELECTRONIC APPLICANTS: Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition. Some programs may require electronic submission of applications, and those programs will have specific requirements and waiver instructions in the Federal Register notice.

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

Applications Submitted Electronically

You must submit your grant application through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov>) by 4:30 p.m. (Eastern time) on the application deadline date. The regular hours of operation of the e-Grants website are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until midnight Saturday (Eastern time). Please note that the system is unavailable on Sundays, and after 7:00 p.m. on Wednesdays for maintenance (Eastern time). Any modifications to these hours are posted on the e-Grants Web site.

If you submit your application through the Internet via the e-Grants Web site, you will receive an automatic acknowledgment when we receive your application.

Applications Sent by Mail

You must mail the original and two copies of the application on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including two additional copies of your application.

Please mail copies to:

**U.S. Department of Education
Application Control Center
Attention: CFDA#84.184E
400 Maryland Avenue, SW
Washington, DC 20202 - 4260**

You must show one of the following as proof of mailing:

- (1) A legibly dated U. S. Postal Service Postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U. S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary.

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Services.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

Applications Delivered by Commercial Carrier:

Special Note: Due to recent disruptions to normal mail delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; or U. S. Postal Service Express Mail) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under “Applications Sent by Mail,” then follow the mailing instructions under the appropriate delivery method.

Applications that are delivered by commercial carrier, such as Federal Express, United Parcel Service, etc. should be mailed to the:

**U.S. Department of Education
Application Control Center – Stop 4260
Attention: CFDA#84.184E
7100 Old Landover Road
Landover, MD 20785-1506**

Applications Delivered by Hand

You or your courier must hand deliver the original and number of copies requested of the application by 4:30 p.m. (Eastern time) on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including two additional copies of your application.

Please hand deliver copies to:

**U.S. Department of Education
Application Control Center
Attention: CFDA#84.184E
550 12th Street, SW
PCP - Room 7041
Washington, DC 20202 – 4260**

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Eastern time), except Saturdays, Sundays and Federal holidays.

X. Intergovernmental Review of Federal Programs

This appendix applies to each program that is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79.

The objective of the Executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing containing the Single Point of Contact for each State is included in this appendix.

In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372—CFDA #84.184E, U.S. Department of Education, room 7W301, 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on the date indicated in the actual application notice.

PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.

STATE SINGLE POINTS OF CONTACT (SPOCs)

It is estimated that in 2004 the Federal Government will outlay \$400 billion in grants to State and local governments. Executive Order 12372, "Intergovernmental Review of Federal Programs," was issued with the desire to foster the intergovernmental partnership and strengthen federalism by relying on State and local processes for the coordination and review of proposed Federal financial assistance and direct Federal development. The Order allows each State to designate an entity to perform this function. Below is the official list of those entities. For those States that have a home page for their designated entity, a direct link has been provided on the official version: <http://www.whitehouse.gov/omb/grants/spoc.html>.

States that are not listed on the following pages have chosen not to participate in the intergovernmentalreview process, and therefore do not have a SPOC. If you are located within

one of these States, you may still send application materials directly to a Federal awarding agency.

Contact information for Federal agencies that award grants can be found in [Appendix IV of the Catalog of Federal Domestic Assistance](#). http://12.46.245.173/CFDA/appx4_web.pdf

ARKANSAS

Tracy L. Copeland
Manager, State Clearinghouse
Office of Intergovernmental Services
Department of Finance and Administration
1515 W. 7th Street, Room 412
Little Rock, Arkansas 72203
Telephone: (501) 682-1074
FAX: (501) 682-5206
tracy.copeland@dfa.state.ar.us

CALIFORNIA

Grants Coordination
State Clearinghouse
Office of Planning and Research
P.O. Box 3044, Room 222
Sacramento, California 95812-3044
Telephone: (916) 445-0613
FAX: (916) 323-3018
State.clearinghouse@opr.ca.gov

DELAWARE

Sandra R. Stump
Executive Department
Office of the Budget
540 S. Dupont Highway, 3rd Floor
Dover, Delaware 19901
Telephone: (302) 739-3323
FAX: (302) 739-5661
sandy.stump@state.de.us

DISTRICT OF COLUMBIA

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DC Government Office of Partnerships
and Grants Development
414 4th Street, NW
Washington, DC 20001
Telephone: (202) 727-6518
FAX: (202) 727-1652
marlene.Jefferson@dc.gov

FLORIDA

Lauren P. Milligan
Florida State Clearinghouse
Florida Dept. of Environmental Protection
3900 Commonwealth Boulevard, Mall
Station 47
Tallahassee, Florida 32399-3000
Telephone: (850) 245-2161
FAX: (850) 245-2190
Lauren.Milligan@dep.state.fl.us

GEORGIA

Barbara Jackson
Georgia State Clearinghouse
270 Washington Street, SW, 8th Floor
Atlanta, Georgia 30334
Telephone: (404) 656-3855
FAX: (404) 656-7901
gach@mail.opb.state.ga.us

ILLINOIS

Roukaya McCaffrey
Department of Commerce and Economic
Opportunities
620 East Adams, 6th Floor
Springfield, Illinois, 62701
Telephone: (217) 524-0188
FAX: (217) 558-0473
roukaya_mccaffrey@illinoisbiz.biz

IOWA

Kathy Mable
Iowa Department of Management
State Capitol Building Room G12
1007 E Grand Avenue
Des Moines, Iowa 50319
Telephone: (515) 281-8834
FAX: (515) 242-5897
Kathy.Mable@iowa.gov

KENTUCKY

Ron Cook
The Governor's Office for Local
Development
1024 Capital Center Drive, Suite 340
Frankfort, Kentucky 40601
Telephone: (502) 573-2382 / (800) 346-
5606
FAX: (502) 573-2512
Ron.Cook@Ky.Gov

MAINE

Joyce Benson
State Planning Office
184 State Street
38 State House Station
Augusta, Maine 04333
Telephone: (207) 287-3261
(direct): (207) 287-1461
FAX: (207) 287-6489
joyce.benson@state.me.us

MARYLAND

Linda C. Janey, J.D.
Director, Capital Planning and Development
Review
Maryland Department of Planning
301 West Preston Street, Room 1104
Baltimore, Maryland 21201-2305
Telephone: (410) 767-4490
FAX: (410) 767-4480
linda@mail.op.state.md.us

MICHIGAN

Richard Pfaff
Southeast Michigan Council of
Governments
535 Griswold, Suite 300
Detroit, Michigan 48226
Telephone: (313) 961-4266
FAX: (313) 961-4869
pfaff@semcog.org

MISSISSIPPI

Mildred Tharpe
Clearinghouse Officer
Department of Finance and Administration
1301 Woolfolk Building, Suite E
501 North West Street
Jackson, Mississippi 39201
Telephone: (601) 359-6762
Fax: (601) 359-6758

MISSOURI

Federal Assistance Clearinghouse
Office of Administration
P.O. Box 809
Truman Building, Room 840
Jefferson City, Missouri 65102
Telephone: (573) 751-4834
FAX: (573) 522-4395
igr@mail.oa.state.mo.us

NEVADA

Michael Stafford
Department of Administration
State Clearinghouse
209 E. Musser Street, Room 200
Carson City, Nevada 89701
Telephone: (775) 684-0209
FAX: (775) 684-0260
mstafford@budget.state.nv.us

NEW HAMPSHIRE

MaryAnn Manoogian
Director, New Hampshire Office of
Energy and Planning
Attn: Intergovernmental Review Process
Benjamin Frost
57 Regional Drive
Concord, New Hampshire 03301-8519
Telephone: (603) 271-2155
FAX: (603) 271-2615
irp@nh.gov

NEW YORK

Linda Shkrell
Office of Public Security
Homeland Security Grants Coordination
633 3rd Avenue
New York, NY 10017
Telephone: (212) 867-1289
FAX: (212) 867-1725

NORTH DAKOTA

Jim Boyd
ND Department of Commerce
1600 East Century Avenue, Suite 2
P.O. Box 2057
Bismarck, North Dakota 58502-2057
Telephone: (701) 328-2676
FAX: (701) 328-2308
jboyd@state.nd.us

RHODE ISLAND

Joyce Karger
Department of Administration
One Capitol Hill
Providence Rhode Island 02908-5870
Telephone: (401) 222-6181
FAX: (401) 222-2083
jkarger@doa.state.ri.us

SOUTH CAROLINA

SC Clearinghouse
Budget and Control Board
Office of State Budget
1201 Main Street, Suite 950
Columbia, South Carolina 29201
Telephone: (803) 734-0494
FAX: (803) 734-0645
clearinghouse@budget.state.sc.us

TEXAS

Denise S. Francis
Director, State Grants Team
Governor's Office of Budget and Planning
P.O. Box 12428
Austin, Texas 78711
Telephone: (512) 305-9415
FAX: (512) 936-2681
dfrancis@governor.state.tx.us

UTAH

Sophia DiCaro
Utah State Clearinghouse
Governor's Office of Planning and Budget
Utah Capitol Complex
Suite E210, P.O. Box 142210
Salt Lake City, Utah 84114-2210
Telephone: (801) 538-1027
FAX: (801) 538-1547
ddicaro@utah.gov

WEST VIRGINIA

Fred Cutlip, Director
Community Development Division
West Virginia Development Office
Building #6, Room 553
Charleston, West Virginia 25305
Telephone: (304) 558-4010
FAX: (304) 558-3248
fcutlip@wvdo.org

WISCONSIN

Jeff Smith
Section Chief, Federal/State Relations
Wisconsin Department of Administration
101 East Wilson Street, 6th Floor
P.O. Box 7868
Madison, Wisconsin 53707
Telephone: (608) 266-0267
FAX: (608) 267-6931
jeffrey.smith@doa.state.wi.us

AMERICAN SAMOA

Pat M. Galea'i
Federal Grants/Programs Coordinator
Office of Federal Programs/Office of the
Governor
Department of Commerce
American Samoa Government
Pago Pago, American Samoa 96799
Telephone: (684) 633-5155
Fax: (684) 633-4195
pmgaleai@samoatelco.com

GUAM

Director
Bureau of Budget and Mgmt. Research
Office of the Governor
P.O. Box 2950
Agana, Guam 96910
Telephone: 011-671-472-2285
FAX: 011-671-472-2825
jer@ns.gov.gu

NORTH MARIANA ISLANDS

Ms. Jacoba T. Seman
Federal Programs Coordinator
Office of Management and Budget

Office of the Governor
Saipan, MP 96950
Telephone: (670) 664-2289
FAX: (670) 664-2272
omb.jseman@saipan.com

PUERTO RICO

Jose Caballero / Mayra Silva
Puerto Rico Planning Board
Federal Proposals Review Office
Minillas Government Center
P.O. Box 41119
San Juan, Puerto Rico 00940-1119
Telephone: (787) 723-6190
FAX: (787) 722-6783

VIRGIN ISLANDS

Ira Mills
Director, Office of Management and Budget
41 Norre Gade Emancipation Garden
Station, Second Floor
Saint Thomas, Virgin Islands 00802
Telephone: (340) 774-0750
FAX: (787) 776-0069
Irmills@usvi.org

Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to ephillips@omb.eop.gov. If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management
Office of Management and Budget
New Executive Office Building, Suite 6025
725 17th Street, NW
Washington, DC 20503

Please note: Inquiries about obtaining a Federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the OMB website at <http://www.whitehouse.gov/omb/grants/spoc.html>.

State Homeland Security Contacts

Alabama

James M. Walker, Jr., Homeland Security
Director
Alabama Department of Homeland Security
P.O. Box 304115
Montgomery, AL 36130-4115
(334) 956-7250
Main Fax: (334) 223-1120
<http://www.dhs.alabama.gov>

Alaska

BG Craig Campbell
PO Box 5800
Ft. Richardson, AK 99505-0800
907-428-6003
www.ak-prepared.com/homelandsecurity

Arizona

Frank Navarette, Homeland Security
Director
1700 West Washington Street, 3rd Floor
Phoenix, AZ 85007
602-542-7030

Arkansas

Col. Wayne Ruthven
Director
PO Box 758
Conway, AR 72033
501-730-9781
www.adem.state.ar.us

California

Matt Bettenhausen
Director of Office of Homeland Security
State Capitol, 1st Floor
Sacramento, CA 95814
916-324-8908

Colorado

Joe Morales
Executive Director
Colorado Office of Public Safety,
Preparedness and Security
700 Kipling Street
Denver, CO 80215
303-239-4398

Connecticut

James Thomas
Commissioner of Homeland Security
450 Capitol Ave
Hartford, CT 06106
860-418-6394
<http://www.ct.gov/oem/site/default.asp>

Delaware

David Mitchell
Acting Homeland Security Director
Director, Emergency Management
Tatnall Building – 2nd Floor
William Penn Street
Dover, DE 19901
302-659-2240

District of Columbia

Ed Reiskin
Deputy Mayor for Public Safety
1350 Pennsylvania Ave, NW #327
Washington DC 20004
202-727-4036
<http://www.dcema.dc.gov/dcema/site/default.asp>

Florida

Kenneth "Ken" S. Tucker
Deputy Commissioner, Florida Dept. of Law
Enforcement
PO Box 1489
Tallahassee, FL 32302-1489
850-410-8300
www.fdle.state.fl.us/osi/DomesticSecurity/

Georgia

Mike Sherberger
Acting Director of Homeland Security
PO Box 1456
Atlanta, GA 30371
404-624-7030
www.gahomelandsecurity.com/

Hawaii

BG Robert Lee
Adjutant General
3949 Diamond Head Rd.
Honolulu, HI 96816-4495
808-733-4246
www.scd.state.hi.us

Idaho

MG Jack Kane
Adjutant General
4040 West Guard Street
Boise, ID 83705-5004
208-422-5242
www.state.id.us/government/executive.html

Illinois

Carl Hawkinson
Deputy Chief of Staff of Public Safety
Homeland Security Advisor
207 State House
Springfield, IL 62706
217-524-1486

Indiana

Eric Dietz
Executive Director, State Emergency
Management Agency
Indianapolis, IN 46204
317-232-3986
<http://www.in.gov/sema/>

Iowa

MG Ron Dardis
Homeland Security Advisor
Adjutant General of Iowa
Hoover State Office Bldg
1305 E. Walnut

Des Moines, IA 50319
515-252-4211
www.iowahomelandsecurity.org

Kansas

MG Tod Bunting
Homeland Security Advisor
2800 SW Topeka
Topeka, KS, 66611-1287
785-274-1011

Kentucky

Keith Hall
Director of Homeland Security
200 Metro Street
Frankfort, KY 40622
502-564-2081
<http://homelandsecurity.ky.gov/>

Louisiana

MG Bennett C. Landreneau
Adjutant General and Director
Louisiana Office of Emergency
Preparedness
7667 Independence Blvd.
Baton Rouge, LA 70806
504-278-2812

Maine

BG John Libby
Adjutant General
Homeland Security
1 State House Station
Augusta, ME 04333-0001
207-626-4205

Maryland

Dennis Schrader
Homeland Security Director
State House, 100 State Circle
Annapolis, MD 21401
410-974-2389
www.mema.state.md.us

Massachusetts

John Cohen
Homeland Security Policy Advisor
Executive Office of Public Safety
1 Ashburton Place, Rm. 2133
Boston, Ma 02108
616-727-3200

Michigan

COL Tadarial Sturdivant
Director of State Police
Contact: Capt. John Ort
713 South Harrison Rd
E. Lansing, MI 48823
517-336-6157
www.msp.state.mi.us

Minnesota

Michael Campion
Acting Commissioner of Public Safety
Director, Homeland Security
DPS, North Central Life Tower
445 Minnesota St., St. 1000
St. Paul, MN 55101
651-215-1527
dps.state.mn.us/homelandsecurity/index.htm

Mississippi

Dewitt Fortenberry, Jr.
Commissioner of Public Safety
Director, Homeland Security
PO Box 4501
Jackson, MS 39296-4501
601-987-1499
www.homelandsecurity.ms.gov

Missouri

Michael Chapman
Special Adviser for Homeland Security
PO Box 749
Jefferson City, MO 65102
573-522-3007
www.homelandsecurity.mo.gov

Montana

Dan McGowan
Acting Homeland Security Advisor
Department of Military Affairs – HAFRC
Montana Disaster and Emergency Services
1900 Williams Street
PO Box 4789
Helena, MT 59604-4789
406-841-3911
www.discoveringmontana.com/css/default.asp

Nebraska

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PO Box 94848
Lincoln, NE 68509-4848
402-471-2256
rick.sheehy@email.state.ne.us

Nevada

Giles Vanderhoof
Homeland Security Advisor
2525 S. Carson St
Carson City, NV 89710
775-684-4556

New Hampshire

Bruce Cheney
State Homeland Security Advisor
Director, Office of Emergency Management
10 Hazen Drive
Concord, NH 03305
603-271-6911

New Jersey

Sidney Caspersen, Director
N.J. Office of Counter-Terrorism
P.O. Box 091
Trenton, NJ 08625
609-341-5050
www.njcounterterrorism.org

New Mexico

Tim Manning
Homeland Security Director
P.O. Box 1628

Santa Fe, NM 87507-1628
505-476-0267

New York

James McMahon
Director, Office of Public Security
Executive Chamber
633 3rd Ave, 38th Floor
NYC, NY 10017
212-867-7060
info@security.state.ny.us

North Carolina

Bryan Beatty
Secretary, Dept of Crime Control and Public
Safety
4701 Mail Service Center
Raleigh, NC 27699
919-733-2126
www.ncgov.com/asp/subpages/safety_security.asp

North Dakota

Doug Friez
Homeland Security Coordinator/Emergency
Management Director
Fraine Barracks Ln, Bldg 35
Fraine Barracks
Bismark, ND 58504
701-328-8100
www.state.nd.us/dem/homesec.html

Ohio

Kenneth L. Morckel
Director of Public Safety
1970 W. Broad St.
Columbus, OH 43223-1102
614-466-3383
www.homelandsecurity.ohio.gov

Oklahoma

Kerry Pettingill
Deputy Director
Acting Director, Office of Homeland
Security
Oklahoma Office of Homeland Security

P.O. Box 11415
Oklahoma City, OK 73136-0415
Phone: 405-425-7296
okohs@dps.state.ok.us
www.youroklahoma.com/homelandsecurity

Oregon

Beverlee Venell
Director, Office of Homeland Security
400 Public Service Bldg
Salem, OR 97310
503-378-3725

Pennsylvania

Jonathan Duecker
Director, Pennsylvania Office of Homeland
Security
2605 Interstate Drive
Harrisburg, PA 17110
717-651-2715
www.homelandsecurity.state.pa.us

Puerto Rico

Rosaida Melendz
Homeland Security Advisor
La Fortaleza
PO Box 9020082
San Juan, PR 00902-0082
787-724-0388

Rhode Island

MG Reginald Centracchio
Adjutant General
222 State House
Providence, RI 02903
401-275-4333

South Carolina

Robert M. Stewart
Chief, S.C. Law Enforcement Division
(SLED)
PO Box 21398
Columbia, SC 29221-1398
803-737-9000

South Dakota

John A. Berheim, Director
Division of Emergency Management
500 East Capitol Avenue
Pierre, SD 57501
605-773-3450

Tennessee

MG (Ret.) Jerry Humble
215 Eighth Avenue, North
Nashville, TN 37203
615-532-7825

Texas

Steve McCraw
Director, Office of Homeland Security
512-936-1882

Utah

Nannette Rolfe
Director, Division of Emergency Services
210 State Capitol
Salt Lake City, UT 84114
801-538-3400
www.cem.utah.gov

Vermont

Chris Reinfurt
Commissioner, VT State Police
103 South Main Street
Waterbury, VT 05671-2101
802-241-5357
http://www.dps.state.vt.us/homeland/home_main.html

Virginia

George Foresman
Assistant to the Governor for
Commonwealth Preparedness
202 N. 9th Street, 5th Floor
Richmond, VA 23219
804-225-3826
<http://www.commonwealthpreparedness.state.va.us>

Washington

MG Timothy J. Lowenberg
Adjutant General and Director
State Military Department
Washington Military Dept., Bldg 1
Camp Murray, WA 98430-5000
253-512-8201

West Virginia

James Spears
Secretary, Dept. of Military Affairs and
Public Safety
State Capitol Complex, Bldg 6, Rm B-122
Charleston, WV 25305
304-558-3795

Wisconsin

General Al Wikenning
Administrator, Emergency Management
PO Box 7865
Madison, WI 53707-7865
608-242-3210
www.wisconsin.gov/state/core/domestic_prep.html

Wyoming

Joe Moore, Director
Wyoming Office of Homeland Security
Herschler Bldg 1st Floor East
122 W. 25th Street
Cheyenne WY, 82002-0001
307-777-4663
wyohomelandsecurity.state.wy.us

Guam

Frank Blas
Homeland Security Advisor
PO Box 2950
Hagatna, GU 96932
671-475-9600 / 9602

Northern Mariana Islands

Jerry Crisostomo
Special Advisor for Homeland Security
Caller Box 10007

Saipan, MP 96950
670-664-2280

Virgin Islands

MG Cleave A. McBean
Adjutant General
21-22 Kongens Gade
St. Thomas, VI 00802
340-712-7710

American Samoa

Leiataua Birdsall V. Ala'ilima
Special Assistant to the Governor
Office of Territory Emergency Mgmt
American Samoa Government
Pago, Pago, AS 96799
011-684-633-4116

XI. Program-Specific Assurances

If you are submitting an electronic application, you must print out the form below, complete, and fax it (along with the ED 424) to the Application Control Center at (202) 245-6272 within (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form. For assistance, please call 1-888-336-8930.

As the duly authorized representative, I certify that the LEA:

- 1.** Has contacted the State emergency management agency and will coordinate emergency planning efforts with the State and/or local Homeland Security Plan;
- 2.** Will work with community partners to support the implementation of the National Incident Management System (NIMS); and
- 3.** Will work to develop emergency response plans that address the needs of disabled students.

Signature of Authorized Certifying Official

Title

Applicant Organization

Date Submitted

XII. Partner Agreements

To be considered for an Emergency Response and Crisis Management grant award, all local educational agencies (eligible applicants) must include signatures from *at least two of the five partners listed*, along with details of the roles and responsibilities of each partner in the improvement of the plan and a reflection of each partner's commitment to sustainability and continuous improvement of the plan. We have provided the following pages to help you obtain the necessary signatures.

You may choose another format to obtain necessary signatures and descriptions of roles. However, to be considered, you **MUST** have at least two partner signatures—AND in every space where you don't have a partner signature, you must provide an explanation as to why that signature is missing.

Providing only signatures does NOT meet the requirements for this grant competition. In addition to providing signatures, each partner must detail its role and responsibility in the strengthening and improving of the crisis management plan and its commitment to sustainability and continuous improvement of the plan.

Applications that do not provide both 1) at least two of the five signatures and 2) also include a description of each partner's roles and responsibilities will NOT BE READ.

If you are submitting an electronic application, you must print out the forms below, complete, and fax (along with the ED424) to the Application Control Center at (202) 245-6272 within (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form. For assistance, please call 1-888-336-8930.

Authorized signature representing LEA:

1. Below is a signature representing our **community-based law enforcement agency** (i.e. local police, sheriff's office whose jurisdiction covers a majority of the schools in the district) and reflecting that partner's commitment to sustainability and continuous improvement of the plan:

Signature: _____ Title: _____

Description of roles and responsibilities in the strengthening and improving of the plan:

We are unable to include this signature for the following reason(s):

2. Below is a signature representing our **local community-based public safety agency** (i.e. Emergency Management Services or Fire Department) and reflecting that partner's commitment to sustainability and continuous improvement of the plan:

Signature: _____ Title: _____

Description of roles and responsibilities in the strengthening and improving of the plan:

We are unable to include this signature for the following reason(s):

3. Below is a signature representing our **local community-based public health agency** and reflecting that partner's commitment to sustainability and continuous improvement of the plan:

Signature: _____ Title: _____

Description of roles and responsibilities in the strengthening and improving of the plan:

We are unable to include this signature for the following reason(s):

4. Below is a signature representing our **local community-based mental health agency** and reflecting that partner's commitment to sustainability and continuous improvement of the plan:

Signature: _____ Title: _____

Description of Roles and Responsibilities in the strengthening and improving of the plan:

We are unable to include this signature for the following reason(s):

5. Below is a signature of the **head of our local government** (i.e. the county executive, the mayor, the county manager, head of the town council) and reflecting that partner's commitment to sustainability and continuous improvement of the plan:

Signature: _____ Title: _____

Description of Roles and Responsibilities in the strengthening and improving of the plan:

We are unable to include this signature for the following reason(s):

XIII. Application Checklist

Use This Checklist in Preparing the Application Package:

- ❑ Application for Federal Education Assistance (ED Form 424) has been completed according to the instructions and includes the nine-digit D-U-N-S Number and Tax Identification Number.
- ❑ Application for Federal Education Assistance (ED Form 424) has been signed in black ink and dated by an authorized official and the signed original has been included with your submission.
- ❑ One signed original and two copies of the application (including ED Form 424 and appendices), plus two voluntarily submitted additional copies have been included. All copies are unbound. Each page is consecutively numbered.

Each copy of the application must include the following sections:

- ❑ Application for Federal Education Assistance (ED Form 424), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Table of Contents
- ❑ Project Abstract
- ❑ Project Narrative (up to 25 pages double-spaced)
- ❑ Budget Information Form (ED Form 524) and budget narrative
- ❑ Assurances—Non-Construction Programs (ED Form 424B), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Certifications Regarding Lobbying (ED Form 80-0013), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Disclosure of Lobbying Activities (Standard Form – LLL), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Certification Regarding Debarment (ED Form 80-0014), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ A narrative response to the GEPA 427 provision, describing the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.
- ❑ Copy of Applicant's Letter to State Single Point of Contact on letterhead (if your state participates)
- ❑ Partner Agreements with signatures of authorized representatives and narrative detailing the roles and responsibilities of each partner
- ❑ Program Specific Assurance signed by an authorized representative

XIV. Other Information and Forms

APPLICATION TRANSMITTAL DEADLINE:
FRIDAY, JULY 29, 2005

For further information contact:

Sara Strizzi
Office of Safe and Drug-Free Schools
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6450

sara.strizzi@ed.gov
(202) 708-4850

Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) @ 1-800-877-8339 Monday through Friday between 8:00 a.m. and 8:00 p.m. (EDT).

Information about other funding opportunities, including copies of application notices for discretionary grants competitions can be viewed on the Department's electronic bulletin board (ED Board), telephone (202) 260-9950; or on the Internet Gopher Service (under Announcements, Bulletins, and Press Releases); or on the World Wide Web at <http://www.ed.gov/fund/grant/find/edlite-forecast.html>

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202-4725**

**OFFICIAL BUSINESS
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